

FILE

Training 6

Management Training and Leadership Development

9 MAY 1972

1. DD/S
7-D-18 Headquarters

1 to 3:

STATINT

Here is a further effort by OTR which should be helpful in your preparations We feel we still have considerable additional work to do with DTR and D/Personnel on the broad task you originally set. This, however, represents a sharpening of focus by Training.

3. ExDir-Compt
7-D-59 Headquarters

(signed) John W. Coffey

John W. Coffey

DD/S:JWC:llc (9 May 1972)

Distribution:

- O - Addressee w/O Att *By hand*
- 1 - DD/S Chrono w/cc att
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Att: DD/S 72-1828 - Memo for ExDir frm DTR dtd 5 May 72 subj: Management Training and Leadership Development

STATINTL

Approved For Release 2003/05/27 : CIA-RDP84-00780R005000070023-7

Next 1 Page(s) In Document Exempt

Approved For Release 2003/05/27 : CIA-RDP84-00780R005000070023-7

DD/ 72/1828

11 MAY 1972

MEMORANDUM FOR: Executive Director-Comptroller

SUBJECT : Management Training and Leadership Development

REFERENCES : (a) Memo dtd 17 Apr 72 to ExDir-Compt from DTR, subject: "Training and Career Development"
(b) Memo dtd 14 Jan 72 to DTR from ExDir-Compt Designee, subject: "Management Training"
(c) Memo dtd 3 Jan 72 to ExDir-Compt Designee from DTR, subject: "Management Training"

1. We have provided in Reference (a) our views concerning the relationship between training in general and career development in the Agency. This supplement to that paper focuses more specifically on the management training we believe ought to be incorporated into the core program of training courses at the initial, middle, and senior levels of executive development.

2. The remarks that follow are geared to the observations you made in Reference (b).

a. Comment: "We have indeed exposed a lot of our officers to management training, as indicated by Attachment B. However, I am somewhat concerned at the disproportionate use these courses have had among the various directorates. As we discussed, could we better integrate our management training into a standard track of courses so that it becomes an element of institutional development of managers rather than a separate course that attracts and trains people more or less independently of their responsibilities and careers? In other words, don't we need fewer courses rather than more, focused more clearly at a particular level of career development?"

Response: It is quite true that Directorates have made disproportionate use of management training courses. There are many reasons for this, including cover problems (in the case of external programs) and the relatively greater attention given to intelligence skills training than to management training, especially by the Clandestine Service. But we can, and fully intend to, integrate management training into the standard or core program of courses, i. e., Intelligence and World Affairs, Midcareer, and Senior Seminar. The Advanced Intelligence Seminar may not lend itself to this approach because of its focus on matters of an essentially external nature and its brevity (three weeks).

As indicated in Reference (a), however, only limited numbers of officers can be accommodated in core courses, particularly at the midcareer and senior levels, in view of their present nature and the resources available to conduct them. Essential management training can be provided to larger numbers of officers, should the Agency require it, by our developing a package which can be offered as part of the core course as well as independently. We regard this as the only practicable way of providing requisite management training without undermining the established quality of the core courses which include other subject-matter pertinent to professional development.

A dual approach such as this is likely to be even more viable in the event sanctions were imposed against an officer's assuming specified managerial duties without having had appropriate management training. In many instances, enrollment in a one to two-week course would be more feasible than in a six-week (Midcareer) or nine-week (Senior Seminar) program.

b. Comment: "We need some conscious exposure to leadership principles and techniques, as well as to management control mechanics (including but by no means limited to ADP), and the very good work you have developed on management planning."

Response: We anticipate providing systematic exposure to these elements throughout the core ladder system. Beginning at the junior or entering level in July 1972, we plan to introduce into the Intelligence and World Affairs Course a program which will

delineate the individual skills and techniques needed in intelligence careers; introduce the class to the computer, its use, and the responsibility of the individual officer to the records system in the Agency as well as describe the techniques for organizing and handling one's own work flow. This coverage will be in addition to that concerning intelligence organization and processes in a broad sense. The introduction of leadership principles and techniques at this stage would be premature, we think, because of a general absence of supervisory responsibilities in this group and lack of opportunity to demonstrate leadership potential within an Agency context.

Also at the junior level, Career Trainees and new officers in the Clandestine Service receive training in how to support and use the CS records system. CTs and selected junior officers in the Intelligence Production Course are given in-depth training on the processing and management of intelligence information, and are introduced to analytic techniques (Delphi and Bayesian) pertinent to functions in the Directorate for Intelligence.

Still at this level, we are recommending the Managerial Grid for officers with some on-the-job experience, but less than five years in the Agency. This course, as you know, is concerned with the identification of leadership and managerial styles and the essentials of effective teamwork; it also provides opportunity for the employee to evaluate himself in this context and to develop his own leadership potential.

At the midcareer level, we intend to phase out the Managerial Grid as part of the Midcareer Course and to substitute at least a one-week program specifically geared to managerial techniques. While this will take time to develop and perfect, we expect to treat planning and problem-solving; elements of management science—systems analysis, operations research, information systems, and computer applications; Agency problems and approaches to solutions. Developing experience with the Information Science Center and its training potential also will be drawn upon in this connection. Our present course in "Fundamentals of Supervision and Management" will be modified to conform to the above program and, in effect, will become a dual purpose management training package to be given as part of the Midcareer Course or independently. The present

emphasis of this course is on getting the job done through others— leadership principles, motivation, communication, and group dynamics. Our intention is to preserve several aspects of this program for incorporation into the dual purpose package.

In addition to this training, we also offer to officers at this level, although not as part of the core program, specialized workshops on Performance Appraisal and on Planning and Control of Work.

At the senior level, we expect to take a twofold approach. The first, as part of the core Senior Seminar, would include a major segment addressing principles of decision-making and policy-making; advanced applications of management science; up-dated principles of leadership and the implications of research into organizational behavior; and specific Agency problems. The first running of this seminar in the Fall of 1971 included a brief segment of management training which was refined and expanded in the second or present running to a full week's treatment of "The Senior Officer as Manager." Further experimentation and refinement will be needed to achieve our aspirations in this phase of the Seminar.

Additionally, it would seem appropriate to provide our most senior officers with a refresher on management concepts and to follow this with a conference conducted by you, or whomever you might designate, geared to the specifics you wish to see emphasized in subsequent managerial behavior. The refresher probably should be designed and conducted by a prominent consultant so as to endow the subject-matter with the necessary ingredient of objective authority. This effort could profitably include a tailored reading program, a series of guest speakers, and problem-solving seminars of a strictly internal nature.

c. Comment: "At the bottom of page 5, a fact: Since we have sent all of about twenty people to the DIA Center, I hardly think this satisfies our requirements of training in information science. We obviously have a problem of increasing our comprehension of this "language" among our personnel. I would be interested in your views on how this might be done."

Response: We plan, as indicated above, to include elements of this subject-matter in both the Midcareer Course management training package and in the Senior Seminar. Once administrative problems associated with the Agency's assumption of responsibility for the Center are settled, we very likely will be able to offer in-depth training in this field to Agency personnel who need it.

3. Finally, with regard to the question of sanctions, the Office of Training will make every effort possible to accommodate officers who require appropriate management training at the several levels of executive development. We do believe, however, that until operating needs at various managerial levels in the Agency are more clearly defined than at present, and until training packages can be fully developed and validated in relation to established needs, the imposition of sanctions is not advisable. Exposure of officers to management theories and techniques will not automatically satisfy the particular needs of the Agency; we have to be sure which ones are relevant and that we are offering the right training to meet the need before resorting to sanctions. I would suggest, therefore, that an orderly approach to the problem would include the following steps:

a. First, an analysis of the Agency's management needs, with strong guidance from the top to resolve the considerable disparities of view among directorates and offices as to who needs management training, how much, of what kind, and at what stage.

b. Translation of this analysis into action with respect both to devising appropriate training and to developing a workable method of career planning.

c. Application of sanctions not to the individual employee but to the filling of identified management positions (beginning, in my view, at the level of branch chief). That is to say that it would probably be both unfair and unworkable to make promotions contingent upon fulfilling certain criteria such as satisfactory completion of certain courses. Not all our rising employees are managers, or want to be, or should be. But it ought to be possible to make appointment to certain jobs

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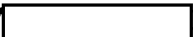
contingent upon fulfilling such criteria. Any such system would require very thorough policing, both within the directorates and from above, and we would all have to feel our way slowly and carefully over the new ground we would then be traversing.

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HUGH T. CUNNINGHAM
Director of Training

Distribution:

- O & 1 - Adse.
- 1 - DD/S
- 2 - DTR *Chrono. Subject*
- 1 - C/SUS
- 1 - EA/P (SA/CD)

25X1 OTR/SA/HTC/kaj (4 May 1972)

DD/S 72-1229

MEMORANDUM FOR: Acting Director of Training

SUBJECT : Management Training

REFERENCE : Memo dtd 22 Mar 72 to ExDir-Compt
fm A-D/TR, same subject (DTR-7294)

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Rod:

You expressed reservations about the responsiveness of referent memorandum to the Executive Director-Comptroller's comments on management training. I agree. We need to be very thorough and forthcoming in examining the questions raised by Mr. Colby as well as our total approach to the management training curriculum.

[redacted] must have some constructive ideas about how the matter should be handled in the Agency. How about suggesting to Mr. Colby the selection of Agency officers noted for their managerial abilities and convene them as a seminar to get some fresh ideas about management training and what the Agency can best do about it. It seems to me that we do not tap our own resources to the extent we should. Outside experts are fine, but we have some able managers too.

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I also suggest you expand your paragraph 1.G. suggestion to include specifics; i.e., an outline of subjects, a schedule and recommendations for speakers.

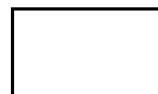
With an Executive Director-Comptroller who is vitally interested in this subject and is willing to support a sound and imaginative program, we do not want to overlook or neglect any opportunity to improve the management of the Agency. In other words, the current high-level interest in management training should be just what OTR has been waiting for. Let's capitalize on it.

Also, I see OTR taking a major part in future organizational development matters. In this Directorate for example, we are just beginning consideration of this subject in an effort to develop our managerial talents. OTR, with initiative, could and should become closely involved with organizational development. Ideas, energy, imagination, knowledge and accessibility are important in establishing OTR primacy in this area.

SUBJECT: Management Training

So, please take another stab at Mr. Colby's memorandum with the view that this is the level of senior interest that we have been waiting for.

Finally, I do not necessarily agree with you about sanctions. We need to discuss this thoroughly and have a unified position before further involving the Executive Director-Comptroller.



Robert S. Wattles
Assistant Deputy Director
for Support

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Att: Ref memo

EO-DD/S:LDP:es (30 Mar 72)

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DD/S 72 1129

8 2 APR 1972

MEMORANDUM FOR: Executive Director-Comptroller

SUBJECT : Management Training

REFERENCES : (a) Memo dtd 3 January 1972 to ExDir-
Compt Designee from DTR, subject:
"Management Training"

(b) Memo dtd 14 January 1972 to DTR
from ExDir-Compt, subject:
"Management Training"

1. We are continuing to give considerable thought to the points you raised in your memorandum of 14 January 1972. We believe that the entire subject of management training in the Agency requires additional study. Pending further investigation we offer the following comments on the matters which you have highlighted.

- A. The Managerial Grid and the Fundamentals of Supervision and Management are targeted for integration into our standard track of core courses. The Grid would be best offered within the professional officer's first five years on duty. The FSM would be appropriate at the mid-level of one's career.
- B. Elements of management training now being given in the major core courses (Intelligence and World Affairs, Midcareer, and Senior Seminar) are to be reviewed in depth for current relevance to Agency requirements. Additional blocks of the subject matter of management are to be integrated into IWA to provide the new officer with assistance in daily tasks such as apportioning his time, planning his work, solving problems, meeting deadlines, adhering to procedures, and so on.

- C. Leadership principles and techniques are to receive renewed emphasis in all core courses and in the FSM. The subject of management controls might be handled most appropriately by a special lecture within the management segments of the core courses.
- D. We will be pleased to continue to send you the data on Agency management problems as perceived by participants in Managerial Grids.
- E. Once OTR begins to manage the Information Science Center we plan to levy on that entity requirements for integrating appropriate subject matter into selected OTR courses so as to achieve among our personnel the desired level of comprehension of this new "language".
- F. We have covered the subject of sanctions in general, from the point of view of OTR's feeling about them, in our paper having to do with training and career development, and can only restate this feeling with respect to the question of sanctions in regard to management training specifically.
- G. It would seem appropriate to provide our most senior officers with a short "refresher" on management concepts and to follow this with a series of conferences conducted by you (or whomever you might designate) and geared to the specifics which you wish to see emphasized in subsequent managerial behavior. The "refresher" probably should be designed and conducted by a prominent consultant so as to endow the subject matter with the necessary ingredient of objective authority.

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2. The Curriculum Council of OTR is continuing its review of all management training in the Agency. We will keep you apprised of the course of our deliberations and, at your convenience, will be most pleased to discuss with you all aspects of such training.



Acting Director of Training

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ROUTING AND RECORD SHEET

SUBJECT: (Optional)

Management Training

FROM:

Director of Training
 1026, C. of C. Bldg.

EXTENSION

NO.

DTR-7056

DATE

03 JAN 1972

25X

TO: (Officer designation, room number, and building)

DATE

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OFFICER'S INITIALS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

1. Deputy Director for Support
 7D-26, Hdqrs.

7 JAN 1972

1 to 3:

Hugh Cunningham tells me this report was prepared in response to some questions you had about leadership training. At your convenience, [redacted] Chief/Support School/OTR, would appreciate the opportunity to discuss managerial training with you, [redacted]

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for John W. Coffey

2. Executive Registry
 7E-12, Hdqrs.

3. Executive Director-
 Comptroller Designee

4. 7D-59, Hdqrs.

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9. DD/S Distribution:
 Orig - ExDir-Compt w/orig of att (DD/S 72-0044)

10. ~~1 - DD/S subject w/cy of att~~
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11. DD/S 72-0044: Memo dtd 3 Jan 72 to ExDir-Compt Designee fm D/TR, subj: Management Training

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JTR-7056

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72-0044

08 JAN 1972

MEMORANDUM FOR: Executive Director-Comptroller Designee

SUBJECT : Management Training

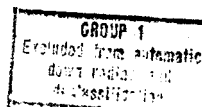
1. Introduction

This paper reviews briefly the history of management training in the Agency; describes and comments upon current courses, and suggests three steps calculated to lead to improved managerial effectiveness. Attachment A consists of descriptions of the management courses now conducted by the Support School, and Attachment B provides statistics concerning attendance at various internal management courses in recent years.

2. History

Management training in the Agency began in August 1952 with the Human Resources Program, a 4 1/2 hour conference conducted office-by-office and attended by many senior officers and most of the middle-managers in the Agency. In January 1954, a forty-hour management course was offered for the first time. Conducted half-days for two weeks, it was essentially a survey of the processes and problems of supervision and middle-management. In the fall of 1954, a course in supervision was offered for people directly in charge of personnel at the working level. This course emphasized the traditional functions of directing, coordinating, planning, and controlling. These internal courses, Basic Management and Basic Supervision, continued virtually unchanged as to essential content once they became firmly established. Teaching methods changed considerably over the years. Much less emphasis was placed on lecturing and much more on involving the student actively through case discussion, role-playing, simulation, team exercises, and so on. Beginning in 1956, both courses in somewhat modified form were given to various components at their request. The Office of Communications, SR Division, ORR, and OSI were the main customers.

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As the direct result of Colonel White's interest in providing training designed specifically for senior officers, Professor

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[redacted] in 1960 and 1961. Relying exclusively on the case method, [redacted] sought to bring home to the manager his responsibility for effective leadership, communication, direction, and motivation and, perhaps most important, to get across unequivocally the notion that a manager is, above all, a trainer of the people for whom he is responsible.

In the spring of 1961 a Seminar in Management Practices, conducted by [redacted] was offered for the first time. [redacted] relied on a variety of teaching methods to achieve four goals: (a) to make the students understand that they are managers, (b) to demonstrate certain attitudes that appear to be typical of good managers, (c) to make it clear that management cannot always proceed by rigid rules, and (d) to help the students to think and talk openly about management problems. [redacted] death in 1963 cut short a promising development.

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In the spring of 1964, the Managerial Grid was introduced in the Agency. More than 2000 officers have participated in Grids conducted at senior, midcareer, and junior levels. The fall of 1967 saw the first running of Advanced Management (Planning), a one-week course developed specifically for the Agency by [redacted], of [redacted] a consultant to OIR since 1963 when he was hired as the expert on the Managerial Grid, designed the AM(P) at the express request of [redacted] and Mr. Robert Bannerman. The major objective of this effort was to develop positive attitudes toward planning in general (through study of planning styles and the decision-making process), and to provide an orientation to the Agency's PPB system.

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In 1971 the long-lived Management Course and Supervision Course, each a week in length, were replaced by a single, one-week course entitled Fundamentals of Supervision and Management (FSM). Short workshops on specific managerial functions were offered for the first time. And the grade level prerequisites were lowered for both the Grid and the AM(P) -- a step dictated by our conviction that young officers can derive considerable benefit from these two courses. The Grid, formerly for GS-12 and above, is now open to GS-07 and above. The AM(P), formerly for GS-13 and above, is now open to GS-09 and above.

3. Current Courses

The management training conducted at present by the Office of Training deals with three broad categories of subject matter: human behavior (people at work), managerial functions, and Management Science. Our main effort is to improve the ability of our middle-managers to provide effective leadership, although the term "leadership" itself is not given a prominent place in our course descriptions.

On the behavioral side, the Managerial Grid, our Fundamentals of Supervision and Management, and our Workshop on Problem People (under development and scheduled for presentation in 1972) are aimed at examining the practical applications of the most recent research findings, theories, and speculations of well-known managers and of respected academicians in the fields of behavioral science, industrial psychology, public administration, and so forth. Our Advanced Management (Planning) and our two newest endeavors, the Performance Appraisal Workshop and the Workshop on Planning and Control of Work, deal with those managerial functions which, over the years, have emerged as most deserving of special attention in the Agency.

As for Management Science, some of the time in the AM(P) is devoted to quantitative approaches to problem solving, but aside from this we do not now offer training in or familiarization with advanced mathematical

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techniques and the computer as tools for helping to solve management problems.

In addition to these efforts, we have included management-oriented training within the framework of two major courses which have objectives of broader scope. The Midcareer Course has had the Managerial Grid as its opening week since 1966. The new Senior Seminar includes presentations and exercises highlighting applications of the behavioral sciences, lectures on the practicalities of management by distinguished administrators such as William Crockett, and lectures and case discussions emphasizing typical Agency problems and the approaches to their solutions. Also, the Executive Director-Comptroller, the four Deputy Directors, and a number of other top managers have contributed their views on Agency management in the Midcareer Course, the Senior Seminar, and the Advanced Intelligence Seminar.

We believe that our coverage of human behavior and its implications for the manager meets standards as high as those characteristic of similar endeavors conducted by organizations such as the American Management Association, the Civil Service Commission, and the Graduate School of the Department of Agriculture. For Agency purposes, we believe we are more effective than these highly regarded institutions because we can relate specifically to the Agency those principles and practices for which almost universal applicability is postulated.

Excepting the Managerial Grid, which has proved to be quite useful, we also believe that little is to be gained from purchasing packaged training courses from professional management training organizations. From both experience and periodic sampling of the wares of various firms, we have concluded that these courses, whatever their intrinsic value, are geared primarily to the peculiarities of the world of business and industry. They thus require considerable revision (adding our own case histories; emphasizing our unique problems and processes, etc.) before achieving optimum utility for our officers. Inasmuch as we know the accepted

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generalizations and abstractions concerning management, we think that we are in the best position to put these into an Agency context.

Our FSM and the Managerial Grid emphasize the manager's responsibility for building and maintaining effective communications; for motivating and developing subordinates; for providing counsel and guidance, and so forth. We consider these courses to be both the foundation on which other training necessarily rests and a continuing, valuable source of information about problems and practices in the Agency. As a matter of fact, we regularly forward to the Management Advisory Group the views of participants in the Managerial Grid - views concerning existing barriers to greater organizational effectiveness and what might be done to remove such barriers.

Our workshops cover specific functions (planning, control, performance appraisal, etc.) as these are now carried out in this Agency and as they might be carried out more effectively. We have had the most experience and considerable success with our Performance Appraisal Workshop. Originally designed at the specific request of the Printing Services Division, Office of Logistics, it subsequently has been conducted at the request of FMSAC, and OCS. The interest expressed by these components has led us to offer a somewhat modified version of this workshop to all Agency officers.

In the field of Management Science our relative lack of accomplishment stems partly from our inability to ascertain the degree of usefulness to the middle-manager of advanced mathematical techniques; partly from the lack of expertise among members of our staff, and partly from our inability to date to justify having a computer terminal in our classroom merely for experimental purposes. It is also true that we do not wish to duplicate unnecessarily the work being done by the Information Science Center of the Defense Intelligence Agency. As we understand it, ISC services most of the requirements for the training of Agency officers in Management Science.

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The Agency also avails itself of external training in executive management development courses. In 1971, 98 of the Agency's senior officers attended programs geared to administrators handling key management positions or headed in that direction. Among these programs are Harvard's Advanced Management Program (13 weeks); the Federal Executive Institute (6 weeks); Stanford University's Executive Program (8 weeks); Executive Seminar Center Programs (2 weeks) conducted by the Civil Service Commission at Kings Point, Berkeley, and Oak Ridge; and various one-week conferences held by the Brookings Institution for the purpose of sharpening participants' awareness of the ways in which major corporations operate at the executive level and of the responsibilities and motivations of top managers.

4. The Future

In our opinion, the effort to improve managerial effectiveness can be helped in three ways. First, a concerted and continuing effort on the part of the Agency's top managers is needed to focus the attention of the Agency's managerial corps upon the necessity for constant improvement in the handling and development of the Agency's personnel assets and in the marshalling and use of other resources. An important facet of this approach is the re-shaping of attitudes towards this task called "management". The notion held by some of our officers that management is what somebody else does militates, perhaps more than anything else, against the continuing development of effective managerial practices. We suggest that the remedy lies in constantly reminding the Agency's managers that they are managers and in holding them responsible for managing effectively. The "one-shot" training course or the once-a-year exhortation simply will not suffice to impel managers in the proper direction. Second, we need to cover the subject of management in a more systematic fashion in a wider variety of OTR courses. What is being done now is being done well, and we are reaching a respectable number of officers (See Attachment B). Despite this, not all of our managers are being educated to the same extent. Some have been able to take a variety of courses covering different aspects of the job. Others have had only the briefest exposure to formal training in management. We

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25X1 must do better than this -- and we must be willing to experiment with the newest ideas and the newest techniques! In 1972 we plan to expand our workshop concept and, to this end, are designing programs on Creativity and on Management of Conflict. In addition, we would like to offer some kind of brief familiarization with various tools and techniques in the field of Management Science. Third, of particular concern to us is the fact that we are now offering no courses designed specifically to provide continuing education in management for our senior officers. The program initiated by Colonel White in the late 1950's - a succession of offerings beginning with [redacted] seminar and continuing through the Senior Seminar (Grid) and Senior Seminar (Planning) - is no longer in existence. Although the reasons for this are in part beyond our control, training for senior officers is a subject which, we believe, deserves the attention of the top managers of the Agency. It is virtually axiomatic today that no improvement can be expected without the involvement and commitment of top management!

5. Clearly, there is much more to the subject of management training than has been covered in this paper. We would appreciate the opportunity to discuss the matter further with you at your convenience.

[redacted]

HUGH T. CUNNINGHAM
Director of Training

Distribution:

- O - Adse
- 1 - ER
- X - DD/S
- 2 - DTR
- 2 - SUS

25X1 OTR/SUS [redacted] dg(30 Dec 71)

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Oct A
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FOR OFFICIAL USE ONLY

PLANNING AND CONTROL OF WORK

Description

This is a workshop designed to convey theory and practical approaches which individuals and organizational components may use in planning and controlling their work.

Emphasis is placed on management of time as a critical ingredient of planning; on Agency planning and control instruments; on steps which supervisors themselves may initiate; and, on problems associated with these matters.

Designed For

Supervisors and prospective supervisors at all levels in the Agency.

Administrative Data

Conducted By : Support School

Length : One and one-half days, full-time.

Frequency : Five times a year.

Place : Chamber of Commerce Building.

Class Size : Maximum of 18, minimum of 12.

Prerequisite : Supervision or Management or Fundamentals of Supervision and Management course.

Special Requirement : Pre-course work of 2-3 hours.

Registration Deadline : Two weeks prior to the start of the workshop to assure distribution and completion of pre-work.

FOR OFFICIAL USE ONLY

PERFORMANCE APPRAISAL

Description

This workshop is intended to stress Performance Appraisal (PA) as a management tool, with particular attention to Fitness Report (FR) ratings and narratives and the FR interview.

It will concentrate on exchange of experience and opinions among participants and examine the merits of various strategies to overcome barriers to effective PA.

Designed For

Supervisors and prospective supervisors at all levels in the Agency.

Administrative Data

Conducted By : Support School

Length : One day, full-time.

Frequency : Five times a year.

Place : Chamber of Commerce Building.

Class Size : Maximum of 24, minimum of 18.

Prerequisite : Supervision or Management or Fundamentals of Supervision and Management course

Special Requirement : Pre-course work of 2-3 hours.

Registration Deadline : Two weeks prior to the start of the course to assure distribution and completion of pre-work.

FOR OFFICIAL USE ONLY

FUNDAMENTALS OF SUPERVISION AND MANAGEMENT COURSE

Description

This course concentrates on effective managerial behavior, stressing Communications, Motivation, Perception, Leadership, and Problem-Solving/Decision-Making.

Group exercises prevail supplemented by films and lectures. Emphasis is on practical application and experience exchange among the students.

Designed For

Supervisors and prospective supervisors at all levels in the Agency.

Administrative Data

Conducted By : Support School

Length : One week, full-time.

Frequency : Eight times a year.

Place : Chamber of Commerce Building.

Class Size : Maximum of 38, minimum of 18.

Special
Requirement : Pre-course work (6-8 hours)

Registration
Deadline : Three weeks prior to the start of the course to assure distribution and completion of pre-work.

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THE MANAGERIAL GRID

(Phase I)

Description

This is a copyrighted course designed by Inc., to identify managerial styles, to promote open communication, and to convey the concept of on-going critique.

Phase I, the only segment of the six-phased Managerial Grid we offer, is an intensive learning experience focusing on problem solving through personal interaction of students in teams.

Designed For

Employees in Grade GS-07 and above. It is recommended especially for those whose supervisors have attended this course.

Administrative Data

Conducted By : Support School

Length : Six days (Sunday evening through Friday noon); classes every evening.

Frequency : Seven times a year.

Place :

Class Size : Maximum of 48, minimum of 21

Special Requirement : Pre-course work (approximately 20 hours)

Registration Deadline : Four weeks prior to the start of the course to assure distribution and completion of pre-work.

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ADVANCED MANAGEMENT (PLANNING) COURSE

(AM(P) Course)

Description

This course provides a systematic framework for the study of managerial planning, planning styles and decision-making. There are planning, programming and budgeting orientations on the Agency as a whole and, at the next lower level, on a Directorate.

Group and sub-group exercises prevail supplemented by films. Emphasis is on student participation and experience sharing.

Designed For

Employees in grades GS-09 and above.

Administrative Data

Conducted By : Support School

Length : Six days (Sunday evening through Friday noon); classes every evening except Tuesday.

Frequency : Five times a year.

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Place :

Prerequisite : The Managerial Grid is recommended but not required.

Class Size : Maximum of 45, minimum of 24.

Special Requirement : Pre-course work (approximately 20 hours).

Registration Deadline : Four weeks prior to start of course to assure distribution and completion of pre-work.

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Performance Appraisal Workshop *
 1971

Component	Total	GS-03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	Other
O/DCI	0																	
Plans	5												3	1	1			
Intell	21							1	1		7	9	2	1				
Support	11							3		3	2	2		1				
S&T	9		1						2	1		3	1	1				
Total	46		1					4	3	4	9	14	6	4	1			

New Course. Run twice so far for the Agency as a whole. In addition, this workshop has been conducted for officers of the following components (grade breakdown not immediately available): Logistics - 68 officers; FMSAC - 40 officers; officers; OCS - 25 officers.

STATSPEC

FILE

Training 6

72-2011

DD/S *72-0197*

14 January 1972

MEMORANDUM FOR: Director of Training

THROUGH : Deputy Director for Support

SUBJECT : Management Training



JAN 1972

25X

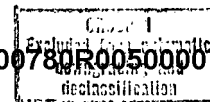
1. Thank you for this truly excellent survey of our management training. I believe the discussion during our January 11th meeting launched us in a direction responding not only to this report but to the one from the Director of Personnel on executive development and your own on the Senior Seminar. I suggest we include all three of these in the consideration you are giving to more thorough integration of our training and personnel development efforts pursuant to that conversation.

2. Meanwhile, may I offer a few specific comments on some of the points raised in the attached.

a. We have indeed exposed a lot of our officers to management training, as indicated by Attachment B. However, I am somewhat concerned at the disproportionate use these courses have had among the various directorates. As we discussed, could we better integrate our management training into a standard track of courses so that it becomes an element of institutional development of managers rather than a separate course which attracts and trains people more or less independently of their responsibilities and careers. In other words, don't we need fewer courses rather than more, focused more clearly at a particular level of career development?

b. We need some conscious exposure to leadership principles and techniques, as well as to management control mechanics (including but by no means limited to ADP), and the very good work you have developed on management planning.

c. I thoroughly agree with your conclusion that we do better to train our own managers than try to squeeze them into business-oriented courses.



d. I would be an interested recipient of the views of participants in the Managerial Grid, particularly the feedback you get from people about management problems in the Agency.

e. At the bottom of page 5, a fact: Since we have sent all of about twenty people to the DIA Center, I hardly think this satisfies our requirements of training in information science. We obviously have a problem of increasing our comprehension of this "language" among our personnel. I would be interested in your views on how this might be done.

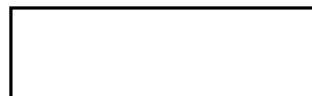
3. With respect to the future:

a. Management Emphasis: Agree, but exhortations once a month are not apt to be of much more value than those once a year. As we discussed, I think we need some sanctions to ensure the exposure of the people who need it to management training.

b. More courses: Here I doubt it. Rather than a wider variety of courses, as indicated above I believe we need to integrate management more into our regular educational track as inherent elements of the courses they automatically take.

c. Senior officers: Amen. I would like to see some thoughts on a short special seminar for some of our most senior officers, including some exposure to concepts and a great deal of discussion on how they can use some of the management tools we have available and how we expect them to do so.

4. When you finish your review of this subject, I would be most interested in further discussions.



25X1

W. E. Colby

Executive Director-Comptroller

Attachments:

Memo dtd 3 January 1972 to ExDir from DTR,
"Management Training"
Management Training Charts

ExDir/WEC:blp/sfc

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